Kentucky's School Report Card and Spreadsheets

2016 Workbook

Spreadsheets for Profile, Accountability, Assessment, Learning Environment and Delivery Targets for 2011-12, 12-13, 13-14, 14-15 and 15-16 are located under the Data Sets tab.

Kentucky Department of Education
Our Children, Our Commonwealth

School Report Card

REPORT CARDS | DATA SETS | GLOSSARY | CONTACT US

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Welcome to Kentucky's School Report Card.

Each year, School and District Report Cards are posted on the Kentucky Department of Education's (KDE's) website. Not to be confused with student report cards, these Report Cards provide information about each school and district, including test performance, teacher qualifications, student safety, awards, parent involvement and much more. The School and District Report Cards were established by statute, KRS 158.6453, and regulation, 703 KAR 5:140. Additionally, the Report Cards must incorporate the requirements of the federal No Child Left Behind (NCLB) Act.

Please explore the links below to view or download the current school and district report cards or to understand more about Kentucky's School Report Card Project. While the KDE website is the most convenient and inexpensive way for the vast majority of Kentucky parents to receive this information, schools and districts are required upon request to print cards for parents lacking Internet access.

Note: Data published on the school report card is validated by district personnel on or before the public release for the school year selected. Fall financial data is based on unaudited reporting and refreshed with audited numbers in March. Last updated date reflects the effective date of the data.

To access School Report Cards for years prior to 2011-2012, click here.

STATE REPORT CARD	DISTRICT REPORT CARD	SCHOOL REPORT CARD
Year: 2015-2016	Year: 2015-2016	Year: 2015-2016
View Card	District: Adair County	District: Adair County
	View Card	School: Adair County High School
		View Card

Profile tab shows basic school/district information/location.

Assessment tab shows data for all students tested on all assessments.

Learning Environment tab shows school/district details and demographics.

Delivery Targets tab has targets for

School Report Card

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REPORT CARDS

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Back To Report Card Search

| Profile | Accountability | Assessment | Program Review | Learning Environment | Finance | Delivery Targets | Career and Technical Education |

526 Indian Dr
Columbia KY 42728
Phone: (270) 384-2751
Fax: (270) 384-6900

Adair County High School
Adair County
School Membership: 778
Grade Range: 9th-12th
Status: Title 1 Eligible - Schoolwide School

School Year: 2015-16
School Code: 001010
Classification: A1
Principal: Troy Young

Last Updated Date: 09/11/2016

2015 School Council Members			
Caldwell, Crystal	Hanc...	Hatcher, Terri	Parnell...
Payne, George	Pe...	Stepens, Wes	Young...

The 2015-16 School Report Card is currently limited to Profile Information. Additional data will be available summer 2016.

Accountability tab shows all five categories of Next-Generation Learners with data based on 100 day students and Program Review accountability.

Program Review tab shows all categories of Program Reviews

Finance tab shows district level finances.

Career and Technical Education tab shows program

REPORT CARDS   DATA SETS   GLOSSARY   CONTACT US

Back To Report Card Search

Profile | **Accountability** | Assessment | Program Review | Learning Environment | Fi___e | Delivery Targets | Career and Technical Education

Accountability Profile | Learners | Program Review Accountability

Accountability Profile

The Accountability Profile summarizes the status of a school or district in the state accountability system, Unbridled Learning: College- and Career-Ready for All. The Overall Score is used to compare and rank school and district performance and to calculate an AMO improvement goal. An accountability classification based on the percentile rank, rewards or assistance category, participation rate and graduation rate are also displayed. Accountability is based on students enrolled a full academic year (100 days).

Last Updated Date: 09/07/2016

Accountability Performance

Level	Year	Overall Score	Classification[1]	Rewards and Assistance Category[2]
Elementary School	2015-2016	52.4	Needs Improvement	
	2014-2015	66.8		

Annual Measurable Objective (AMO)

Level	Year	Baseline (Prior Year Learners Total Score)	AMO Goal	Learners Total Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
Elementary School	2015-2016	58.9	59.9	38.2	No	Yes	N/A

Accountability Components

Level	Year	Next-Generation Learners		Program Reviews		Combined Results
		Total Score	Weighted Score (Learners Total Score x 77%)	Total Score	Weighted Score (Program Review Total Score x 23%)	Overall Score (Learners Weighted Score + Program Review Weighted Score)
Elementary School	2015-2016	38.2	29.414	100.0	23.000	52.4
	2014-2015	58.9	45.353	93.4	21.482	66.8

Accountability Profile Discussion Points

What is our Overall Score?

Did we meet our Annual Measurable Objective (AMO)?

Are we where we want to be?

What is our Classification? Did we stay the same, improve or go down? If improved, did we come out of Assistance? If not, why? If not, how much further do we have to go and how do we get there?

Back To Report Card Search

Profile | **Accountability** | Assessment | Program Review | Learning Environment | Finance | Delivery T... | Career and Technical Education

Accountability Profile | **Learners** | Program Review Accountability

Next-Generation Learners (NxGL)

Next-Generation Learners is one of three components of Kentucky's accountability system. The component includes multiple measures of student performance on tests and student accomplishments of graduation and readiness for college or career. Reporting is organized into five categories: Achievement, Gap, Growth, College/Career Readiness and Graduation Rate.

Next-Generation Learners	Achievement		Gap		Growth		College and Career Readiness		Graduation Rate		Total
	Points	Weighted Score	Points	Weighted Score	Points	Weighted Score	Points	Weighted Score	Points	Weighted Score	Weighted Score Summary
High School	52.1	10.4	12.3	2.5	51.6	10.3	96.4	19.3	98.2	19.6	62.1

ACHIEVEMENT | GAP | GROWTH | CCR | GRADUATION RATE

Achievement

Achievement reports student performance in the f...ent areas of reading, mathematics, science, social s...dies and writing (on-demand and lang... mechanics). A formula awards points based on the st...performance levels of Novice, Apprentice, Proficient a...istinguished (NAPD). Accountability... enrolled a full academic year (100 days).

Last Updated Date: 09/07/2016

Level - Performance Type	Reading	...tics	Science	Social Studies	Writin...	...nguage Mechanics	Total Points

Shows 5 Year Graduation Rate

Weighted Score comes from Achievement, Gap, Growth, College/Career Readiness and Graduation Rate Points multiplied by the weights each has in Learners. Weighted Score Summary adds the Weighted Scores for each

Learners opening page shows the five category tabs. It opens automatically to the Achievement tab.

Learners Tab Discussion Points

- Looking at the five categories, generalize what is seen.

- Looking at the weighted score, in which category do we score the lowest? Why?

- Looking at the weighted score, in which category do we score the highest? What are we doing to achieve that?

- NOTE: After identifying the category with the lowest weighted score, the next step is to click on the tab identified and drill down with further questions for each category.
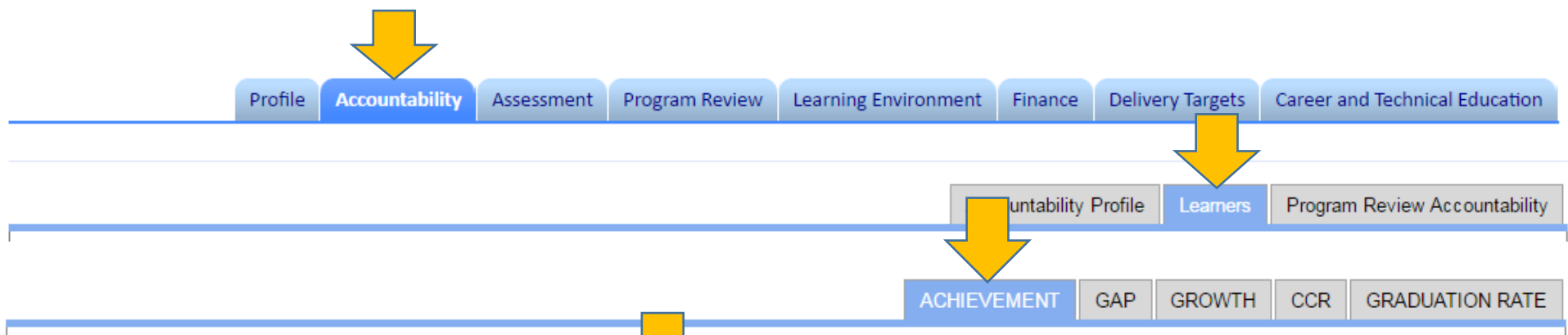
Achievement - Reading - High School - Performance Level

Grade	Number Accountable 100 days enrolled		Percent Novice		Percent Apprentice		Percent Proficient		Percent Distinguished		Percent Proficient/Distinguished	
	District	State	District	State	District	State	District	State	District	State	District	State
▼ 9-12	153								17.0	16.0	63.4	56.4

> After picking a subject area, click on the specific grade levels to view further breakdown of the data. Use this to compare performance level by groups of students.

Achie... ...ce Level

Group	Number Accountable 100 days enrolled		Percent Novice		Percent Apprentice		Percent Proficient		Percent Distinguished		Percent Proficient/Distinguished	
	District	State	District	State	District	State	District	State	District	State	District	State
Male										12.5	55.6	49.7
Female										19.6	72.2	63.5
White (Non-Hispanic)										17.8	67.4	60.4
African American										4.6	21.4	33.3
Hispanic										8.6		40.6
Asian										27.1		61.7
American Indian or Alaska Native										15.8		51.3
Native Hawaiian or Other Pacific Islander										21.1		57.9

> **Remember**: 1) Novice, Apprentice, Proficient, and Distinguished (NAPD) Calculation comes from the formula: N=0; A=.5; P/D=1 (Bonus of .5 is added if there are more distinguished than novice.) 2) Points come from the NAPD Calculation multiplied by the weight of content areas:
>
> **Elementary/Middle Weights**: Reading, Mathematics and Social Studies are 25% each and Writing/Language Mechanics is 25% (Writing 20% and Language Mechanics 5%).
>
> **High Weights**: Reading [Eng. 10], Mathematics [Alg. II], Science [Bio.] and Social Studies [U.S. History] are 20% each and Writing/Language Mechanics is 20% (Writing [K-PREP] 16% and Language Mechanics [ACT] 4%).

Achievement Tab Discussion Points

- Which NAPD performance level shows the lowest percentage of students for reading, mathematics, etc.?

- Which performance level shows the highest percentage of students for reading, mathematics, etc.?

- What can we do to increase P/D while reducing N/A? (e.g., instructional strategies, increasing teacher training and professional development)

- Do any particular subgroups stand out as needing improvement more than others?

Profile | **Accountability** | Assessment | Program Review | Learning Environment | Finance | Delivery Targets | Career and Technical Education

Accountability Profile | **Learners** | Program Review Accountability

ACHIEVEMENT | **GAP** | GROWTH | CCR | GRADUATION RATE

Last Updated Date: 09/07/2016

Gap

Gap reports student performance equally using a 1) non-duplicated gap measure and 2) novice reduction targets.

| | Non-Duplicated Gap Group | | | | | | Novice Reduction | | | | | | Gap Points | | |
| | School | | District | | State | | School | | District | | State | | School | District | State |
Level	Score	Weighted Score	Score	Weighted Score	Score	Weighted Score	Score	Weighted Score	Score	Weighted Score	Score	Weighted Score			
High School	33.9	17.0	33.2	16.6	36.6	18.3	16.7	8.4	7.9	4.0	3	17.5	25	20.6	35.8

Novice Reduction | **Non-Duplicated Gap Group**

Non-Duplicated Gap Group

Non-duplicated gap creates a single student gap group that includes students with membership in the following groups as required by federal guidelines: African-American, Hispanic, Native American, students with disabilities, poverty (qualified for free or reduced price lunch) and limited English proficient. The student performance levels of novice, apprentice, proficient and distinguished are reported for this non-duplicated group. Accountability is based on students enrolled a full academic year (100 days).

Level	Performance Type	Reading	Mathematics	Science	Social Studies	Writing	Language Mechanics	Total Points
High School	NAPD Calculation	39.3	24.4	40.4	38.1	23.1	42.3	
	Points	7.9	4.9	8.1	7.6	3.7	1.7	33.9

- NAPD Calculation comes from adding the Proficient and Distinguished students to show total Non-Duplicated Gap students that are Proficient and Distinguished.
- Points come from the NAPD Calculation multiplied by the equal weight of content areas: Reading, Mathematics, Science, Social Studies are 20% and Writing/Language Mechanics is 20% (Writing 16% and Language Mechanics 4%). If content area data is not available weights are redistributed proportionally.

Gap Tab Discussion Points

- In which content area are students in the Gap Group
  - Most challenged?
  - Most successful?
- In what content area do we have the largest percent of P/D performance?
- How are we identifying our lowest performing students?
- By subject area, drill down to see areas for improvement and how we compare in the district/state.
- Did we meet our novice reduction target?
- What strategies did we use to increase the knowledge and skills of our novice students? Were they effective?

Growth

Growth reports student performance equally using a 1) student growth percentile and 2) categorical growth model.

Last Updated Date: 09/07/2016

Student Growth Percentile					Categorical Growth							Growth Points		
			State		School		District		State			School	District	State
			Weighted	re	Weighted	Score	Weighted	Score	Weighted	Score	Weighted			
			57.3	8								78.0	78.0	57.3

Growth Points Total comes from an average of Reading Percent and Mathematics Percent of students making typical annual growth (at or above 40th Student Growth Percentile.)

+ Categorical Growth

***Categorical Growth is new for 2015-16**
****Categorical Growth cannot be calculated for high school.**

nt Growth Percentile

n individual student's score to the student's academic peers using two years of test scores. Growth mathematics in grades 4 through 8 and grade 11.

ent Growth Percentile

			her Annual	Mathematics Percent Making Typical or Higher Annual Growth				Combined Reading and Mathematics Growth Points Total		
			State	School	District	State		School	District	State
High School – All Students	236	236 43,092	74.6	74.6	58.5	81.4	81.4	56.0	78.0	78.0	57.3

Categorical Growth

Categorical growth model in reading and mathematics sums the number of students moving from a student performance level (NAPD) to a higher level and the number

Growth Tab Discussion Points

- Typical Growth is at the 40th percentile; what percentage of our students are not there in reading? Mathematics?
- Which subject has the highest Growth?
- What do Growth percentiles look like for students who scored Distinguished or Novice? (Identify specific students.)
- What can we do to improve our Growth for students below the 40th percentile?
- In 2015-16, Categorical Growth was added to the elementary and middle school growth calculations. How many students are in the following categories?
  - Moved from Novice to Apprentice?
  - Moved from Apprentice to Proficient?
  - Moved from Proficient to Distinguished?
  - Remained at Proficient or Distinguished?
- For students that did not improve and are not in the categories above, what strategies will be used to enhance student performance and knowledge?
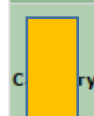
College and Career Readiness (CCR)

College/Career Readiness for schools and districts reflects how many students are ready for college and/or careers, based on test scores and certifications earned. It is measured by EXPLORE scores for middle school and The ACT benchmarks for high school, college placement tests and career measures. Accountability is based on students enrolled a full academic year (100 days).

Last Updated Date: 09/07/2016

	High School College/Career Ready																				
				College Ready			Career Ready									College and/or Career Ready						
Category	Number of Graduates - Students with High School Diploma or Alternative HS Diploma			Number College Ready[1]			Number Career Ready Academic[2]			Number Career Ready Technical[2]			Number Career Ready Total[2]			Non-Duplicated Total[3]			Percentage of graduates (high school diploma or alternative HS diploma) College and/or Career Ready			[4]Accountability Points With Bonus
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
▶ All Students	70	70	44,756	37	37	26,868	27	27	12,757	33	33	16,746	18	18	9,866	52	52	30,640	74.3	74.3	68.5	87.9	87.9	81.8

Note: Because students may achieve both college and career readiness, numbers in the College Ready a⬛ ⬛ total.

[1]The College Ready indicator includes graduates who met the Kentucky Council on Postsecondary E⬛ ⬛sh (18), and Mathematics (19) on any administration of the ACT. The College Placement Tests indicator includes students wh⬛

[2]The Career Ready indicator includes graduates who met benchmarks for Career Ready Academic (A⬛ ⬛ received an Industry-Recognized Career Certificate). Graduates that have met both career ready benchmarks are include⬛ ⬛dent being counted in multiple columns.

[3]This total includes only individual graduates (non-duplicated) who received a high school diploma ⬛ ⬛ high school diploma could have met both college ready and career ready benchmarks. Graduates with a alternative HS diplom⬛ ⬛nment Record (TAR). This is not a total of the college ready and career ready columns.
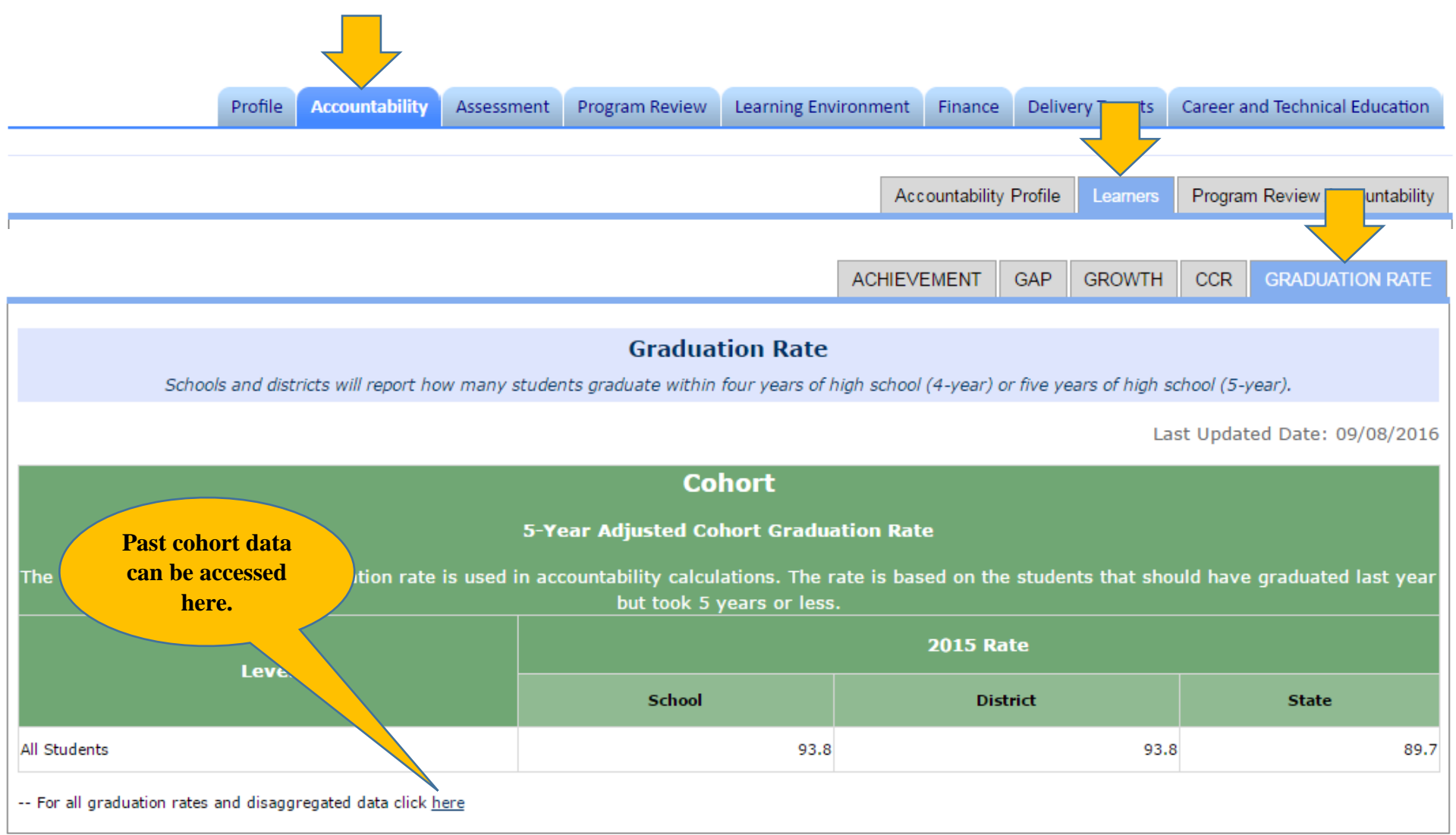
[4]The Accountability Points with Bonus is calculated using the Percentage of Graduates (high school ⬛ ⬛ AND a Half point bonus for graduates meeting College Ready (ACT or COMPASS or KYOTE) AND Career Ready Technical (KOSSA⬛

Remember:
- **The percentage of Graduates College and/or Career Ready shows non-duplicated totals for a school. Bonus is added, if applicable.**
- **CCR accountability is based on 100-days of enrollment.**

CCR Tab Discussion Points

- How many students were determined college-ready? Career-ready? Earned Bonus?

- What is the college/career readiness percentage for specific student groups within our school? What are the implications for instruction and curriculum?

- Look at ACT performance of current seniors. What can we do to get more students ACT ready?

- College readiness does not start in high school. What percentages of students are college-ready in middle school? Results from local assessments may be used in conjunction with performance levels from K-PREP Reading and Mathematics. (See page 33 of the 2014-15 K-PREP Technical Manual.)

Graduation Rate Reminder

- The 2015 5-year Adjusted Graduation Rate will be used in the 2015 Unbridled Learning accountability calculations, which is 20% of the Next-Generation Learners total score at the high school level.
- The 2016 4-year Adjusted Graduation Rate will be compared to the graduation rate goals that were originally released in the 2013 School Report Card (SRC) to determine if goal has been met. The goal was released in the 2013 SRC and repeated in the 2014 SRC. It used the 2013 4-year as the baseline to create goal for every year until 2022. In 2022, the goal is 98%.

Graduation Rate Tab Discussion Points

- How does our Graduation Rate compare to other schools in our district? How can we improve our district?

- What type of interventions can be provided to increase student completion and persistence to graduation?

- Comparing Graduation Rate (cohort) to the disaggregated data presented on the Accountability Tab: Which groups of students had the lowest graduation rate? What strategies might improve lower group rates?

| Profile | **Accountability** | Assessment | Program Review | Learning Environment | Finance | Delivery Targets | Career and Technical Education |

| Accountability Profile | Learners | **Program Review Accountability** |

Program Review Accountability
Overview and Calculation Scores

*Currently, there are three Program Review areas included in accountability: Arts and Humanities, Practical Living/Career Studies and Writing. There are four identical standards across all three program reviews. Those standards are: (1) Curriculum and Instruction, (2) Formative and Summative Assessment, (3) Professional Learning, and (4) Administrative/Leadership Support. Further, each standard is organized with demonstrators, and each demonstrator has a number of characteristics. A rubric guides the scoring. For each standard, its characteristic scores are averaged. The characteristic scores range from 0-3 (0 – Non-Existent, 1 – Needs Improvement, 2 – Proficient, and 3 – Distinguished). For a total score, the four standard scores are added resulting in a single number ranging between 0-12 for each Program Review. Below 8 is Needs Improvement, 8-10.7 is Proficient and 10.8 or higher is Distinguished. Detailed data on the program review standards and results are located on the **Program Reviews tab**, while detailed characteristic scores are available in the **School Report Card Data Sets**.*

Last Updated Date: 09/19/2016

		Program Review Accountability						
Level	**Year**	**Arts and Humanities**	**Practical Living and Career Studies**	**Writing**	**Kindergarten Through 3rd Grade**	**Global Competency/World Languages**	**Program Review Accountability**	
		Total Points	Total Points	Total Points	Total Points	Total Points	Program Review Total Points	Program Review Total Score[1]
High School	2015-2016	10.0	10.3	11.1	N/A	7.5	38.9	100.0

[1]The Program Review Total Score is calculated using Total Points divided by 24 or 32 if Primary (K-3) or high school (Global Competency/World Languages) is included with a maximum score of 100. Twenty-four points is the number required to be Proficient.

Key Points for Program Reviews

- Data are presented by school level and aggregated for the district and state.
- Only data from A1 schools are aggregated for districts and the state.
- Data presented are consistent with the Program Review rubrics. If a school entered a characteristic score that was not required, the data have been removed. If a school entered not applicable (N/A) on a required characteristic, the N/A has been changed to a score of 0.

Program Review Tab Discussion Points

- Is your K-3 program meeting all the purposes?

- Which Program Review and standard is lowest this year? How can we turn our focus to the portion of our program that will do more for the students?

- Which Program Review is the highest? What are we doing to achieve this score?

- Look to the future: Which area of K-3 is the lowest?

- What can be done to raise the K-3 score for 2016-17?

Profile | Accountability | **Assessment** | Program Review | Learning Environment | Finance | Delivery Targets | Car...nd Technical Education

State Required Tests | Other Tests

Assessment tab offers data for tested students on state-required and other tests (i.e., Advanced Placement and NAEP).

K-PREP | K-PREP End-of-Course | ACT | NRT | K-SCREEN

y Performance Rating for Educational Progress (K-PREP)

K-P... riterion-referenced measures that provide national percentiles and student performance levels of novice, apprentice, proficient and dis... 8 in reading, mathematics, science, social studies and writing. On-demand writing is also administered in grades 10 and 11. **The number ... essment results reflects students tested at a school. This number may differ from the Accountability tab. Schools must ... st all students, but are only accountable for students enrolled a full academic year (100 days).**

Last Updated Date: 09/07/2016

WRITING - Performance Level

Grade	Enrollment			Number Tested			Participation Rate			Percent Novice			Percent Apprentice			Percent Proficient			Percent Distinguished			Percent Proficient/Distinguished		
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
▼ High School - All Students	331	378	97,460	319	366	96,146	96.4	96.8	98.7	17.6	15.6	11.2	50.5	53.8	45.3	25.1	24.6	33.3	6.9	6.0	10.2	32.0	30.6	43.5

By Grade   By Group

Use data found here to compare particular groups, to find high/low performing groups or to help identify where your school/district may want to add more focused attention. For individual student information, refer to the spreadsheets and student listing. For reporting category information from Pearson assessments, see School Summary Reports in PearsonAccess.

ance Level

	Enrollment			Number Tes...					Percent roficient	Percent Distinguished			Percent Proficient/Distinguished		
	chool	District	State	School	District		l	District	State	School	District	State	School	District	State
▼ 10	175	207	50,851	168	200					19.0	25.0	7.1	6.0	7.8	26.2	25.0	32.8

Performance Level

Grade	Enrollment			Number Tested			Participation Rate		Percent Novice		Percent Apprentice			Percent Proficient			Percent Distinguished			Percent Proficient/Distinguished		
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
Male	92	110*	26,176	87	105*	25,795	94.6	95.5	98.5	16.1	12.9	64.4	62.4	17.2	19.5	2.3	5.3	19.5	24.8

State Required Tests | Other Tests

K-PREP | **K-PREP End-of-Course** | ACT | NRT | K-SCREEN

Kentucky Performance Rating for Educational Progress (K-PREP) End-of-Course

State-required End-of-Course exams in English II, Algebra II, Biology and U.S. History are administered at the conclusion of coursework. Students receive a scale score and the performance levels of novice, apprentice, proficient or distinguished. **The number of students listed in the Assessment results reflects students tested at a school. This number may differ from the Accountability tab. Schools must test all students, but are only accountable for students enrolled a full academic year (100 days).**

Last Updated Date: 09/10/2016

English II - Performance Level

Grade	Enrollment			Number Tested			Participation Rate			Percent Novice	Percent Apprentice		Percent Proficient	Percent Distinguished			Percent Proficient/Distinguished		
	School	District	State	School	District	State	School							School	District	State	School	District	State
▼ All Students	43	50	50,625	43	50	50,187	100.0						0.5	14.0	12.0	16.0	60.5	52.0	56.4

End-of-Course data is broken down by subject, all students and by groups of students (M/F, ethnicity, free/reduced-priced meals, migrant, LEP, disability, non-duplicated gap group.

Grade	Enrollment			Number Tested			Participation Rate			Percent Novice	Percent Apprentice		Percent Proficient	Percent Distinguished			Percent Proficient/Distinguished		
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
Male	28	34*	25,884	28	34*	25,637	100.0	100.0	99.0	35.7	39.9	7.1	10.4	42.9	37.2	14.3	12.5	57.1		49.7
Female	15	16*	24,729	15	16*	24,539	100.0	100.0	99.2	26.7	27.0	6.7	9.5	53.3	43.9	13.3	19.6	66.7		63.5
White (Non-Hispanic)	31	35*	40,761	31	35*	40,462	100.0	100.0	99.3	25.8	29.8	9.7	9.9	51.6	42.6	12.9	17.8	64.5		60.4
African American	7*	10*	5,361	7*	10*	5,287	100.0	100.0	98.6		55.9		10.8		28.7		4.6			33.3
Hispanic	1*	1*	2,341	1*	1*	2,303	100.0	100.0	98.4		48.3		11.0		32.1		8.6			40.6

Profile | Accountability | **Assessment** | Program Review | Learning Environment | Finance | Delivery Targets | Career and Technical Education

State Required Tests | Other Tests

K-PREP | K-PREP End-of-Course | ACT | NRT | K-SCREEN

ACT

ACT is a college entrance exam provided of Kentucky high school juniors. The subjects tested are English, Mathematics, Reading and Science. **The number of students listed in the Assessment results reflects students tested at a school. This number may differ from the Accountability tab. Schools must test all students, but are only accountable for students enrolled a full academic year (100 days).**

Last Updated Date: 09/06/2016

ACT GRADE 11 AVERAGE SCORE

Grade 11	Number of Students			English			Mathematics			Reading			Science			Overall Composite		
Level	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
▶ All Students	60	60	45,332	20.6	20.6	19.0	19.6	19.6	19.0	21.0	21.0	19.9	20.3	20.3	19.8	20.5	20.5	19.5

ACT GRADE 11 BENCHMARKS

Percent of Students Meeting the Kentucky Council on Postsecondary Education's (CPE's) College Readiness Benchmarks ... thematics; and 20 on Reading)

Grade 11	Number of Students			Percent Meeting English Benchmark			Percent Meeting Mathematics Benchmark		...nchmark	
Level	School	District	State	School	District	State	School	District		State
▶ All Students	60	60	45,854	71.7	71.7	54.3	46.7	46.7		49.2

Shown are the average scores and percent meeting each set of benchmarks. Then, use spreadsheets to find individual student information.

Note: Percentages may not sum to 100% due to rounding. School results are based on the grades in the school. District and state results are based on the standard grade configuration of K-5, 6-8 and 9-12.

*Using guidance from the U.S. Department of Education, counts must be displayed for all groups. In order to protect student identification required by the Family Educational Rights and Privacy Act (FERPA), performance results are suppressed.

State Re...d Tests | **Other Tests**

ADVANCED PLACEMENT | NAEP

> **Advanced Placement data is loaded as it becomes available from the vendor. NAEP data is general state level information, never school or student level.**

Advanced Placement (AP)

These are tes... ...pletion of Advanced Placement (AP) courses. Students earning a score of three or above may qualify for college credit. **The** ...of students listed in the Assessment results reflects students tested at a school.

Advanced Placement - Performance and Participation

Group			Percent of Total Test Takers			Number of Exams Taken			Number of Exams with Scores 3-5			Percent of Exams with Scores 3-5		
Level			School	District	State	School	District	State	School	District	State	School	District	State
All Students	64	64	31463	100	100	100	81	81	49865	13	13	24777	16.05	16.05	49.69
Male	34	34	13124	53.13	53.13	41.71	43	43	21604	6	6	11419	13.95	13.95	52.86
Female	30	30	18339	46.88	46.88	58.29	38	38	28790	7	7	13482	18.42	18.42	46.83
White (Non-Hispanic)	*	*	26427	*	*	83.99	*	*	41823	*	*	21062	*	*	50.36
Asian	*	*	1210	*	*	3.85	*	*	2576	*	*	1709	*	*	66.34
Free/Reduced-Price Meals	30	30	9287	46.88	46.88	29.52	38	38	13897	7	7	4727	18.42	18.42	34.01
Gap Group (non-duplicated)	30	30	10495	46.88	46.88	33.36	38	38	15734	7	7	5572	18.42	18.42	35.41

Note: Percentages may not sum to 100% due to rounding. School results are based on the grades in the school.

*** Using guidance from the U.S. Department of Education, counts must be displayed for all groups. In order to protect student identification required by the Family Educational Rights and Privacy Act (FERPA), performance results are suppressed.

Profile | Accountability | Assessment | Program Review | Learning Environment | **Finance** | Delivery Targets | Career and Technical Education

Financial Summary | Revenues and Expenditures | SEEK | Taxes | Salaries

Financial Summary

Key financial indicators are listed below, including a three-year percentage change.
All data has been validated by the district. Descriptions, data sources, and calculations are listed in the Glossary.
Rank Order indicates the relative value for a district among 173 districts, from the highest (1) to lowest (173) value for School Report Card Year selected.
Orange highlight indicates a potential area of concern that a district should monitor closely, such as a decrease over the past 3 years. See the data element definitions for specifics.

Last Updated Date: 08/24/2016

Financial Key Indicators	2013 - 2014		2014 - 2015		2015 - 2016		3-Year Change	
	District	State	District	State	District	State	District	State
SEEK Average Daily Attendance (SEEK ADA)	2,397.09	600,753.28	2,376.02	602,808.24				
Average Daily Membership (ADM)	2,582.52	655,334.07	2,618.37	654,129.80				
Average Daily Attendance (ADA) no adjustments	2,460.73	621,951.81	2,483.68	618,350.59				
Fund Balance	$2,431,686	$769,210,665	$3,335,252	$838,082,995				
Fund Balance Percentage	14.60%	16.10%	19.46%	17.29%				
4% or Above Adopted Rate	Yes		173.0	41631.9				
FTE Certified Staff	202.0	50,360.4	171.0	45,737.1				
FTE Certified Staff - Teachers	166.0	41,863.0	83.9	86.3				
FTE Classified Staff	171.0	45,984.5	0.7					
Percent of Salaries and Benefits to Total Expenditures	83.50%	86.09%						
Bonding Capacity to Revenue Ratio								

Automatically opens to the Financial Summary Tab. Five tabs show various parts of a district's finances. Includes district level data only. Data are extracted from the Superintendent's Annual Attendance Report (SAAR), MUNIS via the Annual Financial Report (AFR), SEEK System, Tax Reports, and Professional/Classified Staff Data (PSD/CSD) files.

NOTE:
• Blank cells indicates the data is not yet available for the School Year.
• Gray cells indicate the data is not applicable as a state value, or as a ranked or trended value.
• See Glossary for detailed description of each data element, including the financial calculation.

Proficiency/Closing the Achievement Gap (K-12)

The Proficiency and Gap delivery targets provide schools and districts with the annual progress needed to meet their 2019 Proficiency and Gap delivery goals. The overall delivery targets and goals are created based on the combined percentage of students scoring proficient or higher in math and reading. Delivery targets and goals are provided for all schools, although state- and district-level progress is tracked only for students in grades K-8. The baseline for these data are an average of the proficiency rates for the 2011-2012, 2012-2... Data in this table refer to the Kentucky Performance Rating for Educational Progress (K-PREP) test results for elementary and ...iddle schools and K-PREP End-of-Course for high schools, which can be found here.

> **Gap is located at the bottom when you drill down to all students.**

Last Updated Date: 09/07/2016

Combined Reading and Mathematics - Percentage Proficient/Distinguished

Level	Target Type	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
		School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
	Delivery Target				49.5	49.4	52.0	55.1	55.0	57.4	60.7	60.7	62.7	66.3	66.3	68.0	72.0	71.9	73.4
	Actual Score	43.9	43.8	46.7	42.3	42.1	47.5	38.7	38.6	49.4									
▶High School - All Students	Met Target				No	No	No	No	No	No									

Reading - Percentage Proficient/Distinguished

Level	Target Type	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
		School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
	Delivery Target				55.3	55.3	60.4	60.2	60.2	64.8	65.2	65.2	69.2	70.2	70.2	73.6	75.2	75.2	78.0
	Actual Score	50.3	50.3	56.0	52.7	52.5	56.8	53.6	53.6	56.4									
▶High School - All Students	Met Target				No	No	No	No	No	No									

Mathematics - Percentage Proficient/Distinguished

Delivery Target (Proficiency/Gap) Tab Discussion Points

- Comparing Proficiency Rates to the disaggregated data on the Accountability Tab: Which subjects have the lowest performance rates and for what grade levels?

- Drill down by subject and school level: Which gap groups have the lowest proficiency rates?

- What can we do as a school/district to close the achievement gaps in the groups we have identified?

| Profile | Accountability | Assessment | Program Review | Learning Environment | Finance | **Delivery Targets** | Career and Technical Education |

The Kentucky Department of Education's vision is to ensure that all students are empowered with the skills, knowledge and dispositions necessary to reach proficiency and graduate from high school college and career-ready. The Kentucky Department of Education is using Delivery as a method to establish yearly targets and five-year goals to help schools, districts and our state meet these expectations.

Calculation of State Delivery Goals:
Each state goal is calculated using the same formula. For example, the state goal for College and Career Readiness (CCR) was computed using the following formula:
The state CCR baseline rate in 2009-2010 was 34%. To compute the five-year goal, this rate is subtracted from 100 (100 - 34 = 66), then divided by 2 (66/2 = 33) and added back to the 2009-2010 baseline score (34 + 33 = 67). This results in a state CCR five-year delivery goal of 67%.

Calculation of School and District Delivery Yearly Targets:
School and district five-year delivery goals are calculated using the same formula, then divided by 5 to establish annual delivery target   example, a school with a 2009-2010 baseline score of 34%, would have a five-year goal of 67%. The difference between the school's baseline and five-year goal (67 - 34 = 33) is then divided by 5   = 6.6) to give the incremental gains needed to meet the five-year delivery goal. This increase is added to the baseline score and also to subsequent years to create the annual delivery targets.

| Proficiency/Gap | CCR | Graduation Rate | Program Review | K-SCREEN |
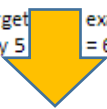
College and Career Readiness

The College and Career Readiness (CCR) delivery targets provide schools and districts with the annual progress needed to meet their 2016-2017 College and Career Readiness delivery goals. Data in this table refer to the High School Graduates' College/Career-Readiness Percentage Report and the percentage of students college- and/or career-ready without the bonus points, which can be found here.

Last Updated Date: 09/07/2016

College and Career Readiness (CCR) Targets									
		Baseline (2014-2015)			**2015-2016**			**2016-2017**		
Level	Target Type	School	District	State	School	District	State	School	District	State
High School - All Students	Delivery Target				67.0	74.3	70.2	70.6	77.1	73.5
	Actual Score	63.3	71.4	66.9	83.9	82.3	68.5			
	Met Target				Yes	Yes	No			

Delivery Target (CCR) Tab Discussion Points

- CCR delivery targets are calculated using the CCR total without a bonus. Considering your school/district scores, where have you made gains (e.g., college ready or career ready)?

- Similarly, in order to meet future targets, what is the area for potentially greatest growth (e.g., college or career ready)?

- Considering 1) the demographic distribution of students in your schools and 2) the disaggregated CCR outcomes presented on the Accountability Tab: Which student groups appear to have lower success rates?

Career Pathways | Perkins | CTE Specific College and Career Readiness

Career Pathways

Students' roadmaps to college and career readiness - pathway enrollments and industry certifications/KOSSA earned.

Last Updated Date: 09/06/2016

Career Pathway	Total Enrollments			Total KOSSA and Industry Certifications Earned		
	School	District	State	School	District	State
Agricultural Power Structural Technical Systems	124	124	5,871	16	16	541
Animal Science Systems	210	210	12,224	12	12	1,071
Culinary & Food Services	178	178	10,814	30	30	1,476
Early Childhood Education	158	158	10,362	6	6	2,326
Horticulture and Plant Science Systems	168	168	9,390	6	6	464
Marketing	81	81	5,871	3	3	656
Visual Arts	1	1	3,538	0	0	0

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Career Pathways Tab: All pathways offered in the state/district/school with student enrollments found here. Also, number of KOSSA and Industry Certifications earned during the school year.

Perkins Tab: All required federal Perkins Accountability measures and the performance of the state/district/school are found here.

CTE Specific College and Career Readiness Tab: Designed to show the performance of graduating seniors on college and career readiness in career pathways offered in the state/district/school.

Career and Technical Education Tabs Discussion Points

- Tab One: Are the pathways you are offering, matching the labor data for your area/region of the state? Do they match those that are being advertised to your student population? Are students earning Industry Certification or KOSSA certificates in all your pathways?

- Tab Two: Is your school meeting all Perkins accountability measures? Are there measures where the goal is barely being met?

- Tab Three: What percentage of your students are reaching preparatory status? What percentage of your preparatory students are meeting career readiness? Are more students meeting the academic portion or technical portions of career readiness? Why?

Contents

- General Questions – Division of Assessment Support (502) 564-4394

- Graduation Rate/Cohort Questions – Tina Logan or David Curd (502) 564-9853

- ACT & EOC Questions – Jenni Larkins (502) 564-4394

- Delivery Questions – Alex Spurrier (502) 564-4201

- Program Review Questions – Jamee Barton (502) 564-2106

- KOSSA Questions – Sherri Craig (502) 564-4286

- WorkKeys Questions – Angie Fischer (502) 564-4286

- Finance Questions – Mark Darbyshire (502) 564-5279

- KYOTE Questions – Steve Newman NKU (859) 572-5332 or Paul Eakin UK (859) 257-6798